

Grade 2 Social Studies

Scope and Sequence

Trimester 1

Unit 1.1: Working Together, 10 days

Grade-Span Expectations for Social Studies

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (K-2)–1 Students demonstrate an understanding of origins, forms, and purposes of government by...
 - b. evaluating the rules in different settings (*e.g., Is this a good rule and why/why not?*)
- (K-2)–2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
 - b. recognizing and describing the characteristics of leadership and fair decision making, and explaining how they affect others (*e.g., line leader, team captain*)

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (K-2)–2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...
 - c. identifying individual roles in a group and acting as a productive member of a group

C&G 3: In a democratic society, all people have certain rights and responsibilities.

- (K-2)–2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
 - c. identifying feelings and situations that lead to conflict and describing ways people solve problems effectively

C&G 4: People engage in political processes in a variety of ways.

- (K-2) –3 Students participate in a civil society by...
 - a. identifying problems, planning and implementing solutions in the classroom, school, and community (*e.g., problem of litter/solutions - each picks up one piece of trash, recycle, plan a cleanup day, etc.*)

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

Burrillville, Lincoln, and Smithfield Public Schools with process support from the Charles A. Dana Center at the University of Texas at Austin.

Integration of Knowledge and Ideas

RI.2.8 Describe how reasons support specific points the author makes in a text.

Range of Reading and Level of Text Complexity

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards**Text Types and Purposes**

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

Research to Build and Present Knowledge

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Unit 1.2: Long Ago and Today, 20 days**Grade-Span Expectations for Social Studies****HP 1: History is an account of human activities that is interpretive in nature.**

- (K-2) – 1 Students act as *historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
- identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., *What would this artifact tell us about how people lived?*)
 - distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances)

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (K-2) – 1 Students connect the past with the present by...
- recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, park, city, river, monuments)
- (K-2) – 2 Students chronicle events and conditions by...
- describing, defining, and illustrating a sequence of events from ~~personal, classroom, school,~~ or community life (e.g., timeline or self-made informational text showing key events)
- (K-2) – 3 Students show understanding of change over time by...
- exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life)

HP 3: The study of history helps us understand the present and shape the future.

- (K-2) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
- a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present.

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (K-2) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- b. identifying events that can affect how people interact (e.g., beginning kindergarten means you play with classmates; moving to a new place means you need to make new friends).
- (K-2) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- a. identifying innovations or inventions that have impacted interaction between people (e.g., the invention of the telephone allowed people to talk to each other at a distance).

Common Core State Standards for English Language Arts***Reading Standards*****Key Ideas and Details**

- RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards**Text Types and Purposes**

- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Trimester 2**Unit 2.1: Patriotism, 10 days****Grade-Span Expectations for Social Studies**

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (K-2) –1 Students demonstrate an understanding of United States government (local, state, national) by...
- a. identifying elected leadership titles/basic roles at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country).
- (K-2) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...
- a. identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents' Day, Independence Day).
 - b. using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, *Grand Old Flag* represents national unity, *This Land is Your Land* represents respect for diversity).

C&G 4: People engage in political processes in a variety of ways.

- (K-2) –1 Students demonstrate an understanding of political systems and political processes by...
- a. identifying forms of civic participation (e.g., voting, conducting a survey).
- (K-2) – 2 Students demonstrate their participation in political processes by...
- a. experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern).

Common Core State Standards for English Language Arts

Reading Standards

Craft and Structure

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Range of Reading and Level of Text Complexity

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

Text Types and Purposes

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

Production and Distribution of Writing

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Research to Build and Present Knowledge

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Unit 2.2: People and Their Environment, 20 days

Grade-Span Expectations for Social Studies

G 2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.

- (K-2) –2 Students distinguish between regions and places by...
- a. identifying natural/physical features of different places and regions.
 - b. comparing and contrasting human-made features of different places and regions.
- (K-2) –4 Students understand how geography contributes to how regions are defined / identified by...
- a. identifying natural physical boundaries of places (e.g., rivers, mountains).

G 3: Human Systems: (Movement): Human systems, and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture.

- (K-2) –3 Students understand how geography influences human settlement, cooperation or conflict by...
- a. describing how features of a place influence what activities do or do not take place there (e.g., soccer field on a flat plain, not on a hill).
 - b. describing how people who live near each other sometimes help each other (e.g., sharing set of markers among a desk cluster).

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.

- (K-2) –3 Students explain how human actions modify the physical environment by...
- b. describing why people change the space around them.

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (K-2) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- a. identifying geographic factors that can affect how people interact (e.g., students in the same desk cluster are more likely to interact).

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Integration of Knowledge and Ideas

- RI.2.8 Describe how reasons support specific points the author makes in a text.

Range of Reading and Level of Text Complexity

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards**Text Types and Purposes**

- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Research to Build and Present Knowledge

- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Trimester 3**Unit 3.1: Our Global Community, 15 days****Grade-Span Expectations for Social Studies****HP 5: Human societies and cultures develop and change in response to human needs and wants.**

- (K-2) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
- a. describing daily life for individuals in a cultural community.
 - b. identifying different cultures present in the local community.
- (K-2) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...
- a. describing how people with different perspectives view events in different ways.

C & G 5: As members of interconnected world community, the choices we make impact others locally, nationally, and globally.

- (K-2) -1 Students demonstrate an understanding of the many ways earth's people are interconnected by...
- a. exploring and discussing ways we interact with others around the world (e.g., food, clothing, transportation, tourism, news)
- (K-2) –2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- a. using a variety of print and non-print sources to explore other people and places

Common Core State Standards for English Language Arts***Reading Standards*****Key Ideas and Details**

- RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Integration of Knowledge and Ideas

- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Range of Reading and Level of Text Complexity

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards**Text Types and Purposes**

- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Research to Build and Present Knowledge

- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Unit 3.2: Meeting Our Needs, 15 days**Grade-Span Expectations for Social Studies****E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.**

- (K-2) –1 Students demonstrate an understanding of basic economic concepts by...
- identifying human, natural, and capital resources.
 - explaining how the availability of resources affects production of goods and offering of services and their consumption.
 - identifying positive and negative economic incentives that affect behavior and choice that best satisfies an economic want.

E2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.

- (K-2) – 1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
- identifying the ways in which people exchange goods and services (e.g., barter, money, commodity money).
 - explaining how prices affect the choices people make about buying or selling goods or services.
 - describing how people can earn income by exchanging the use of their labor (physical or mental work) for wages or salaries.

- (K-2) – 2 Students analyze how innovations and technology affects the exchange of goods and services by...
- a. identifying how technology has changed over time and explaining how they affect the way people live, work, or play.

E3: Individuals, institutions, and governments have roles in economic systems.

- (K-2) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by...
- b. recognizing the purposes of money and how it can be used (e.g., personal savings, personal spending).

Common Core State Standards for English Language Arts

Reading Standards

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Range of Reading and Level of Text Complexity

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

Text Types and Purposes

- W.2.3 Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

